

Wisconsin Teacher Student Learning Objective (SLO) Planning and Monitoring Form

Evaluator: Mr. Frank

Practitioner: Ms. Smith

After completing your self-review entries, school or grade level instructional improvement plans, and student data, develop and record a Student Learning Objective (SLO). Identify your instructional strategies and the support you need to help achieve this SLO.

These prompts and entries help guide your SLO development. While you should complete each entry, you do not necessarily need to respond to each of the questions or criteria.

Baseline Data and Rationale

What sources(s) of data did you examine in selecting this SLO? Summarize trends and patterns. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?

The focus of my school this school year is to increase student achievement in math. 4th grade MAP math assessment results from September indicate that many of my students fall into the Basic category, but many are on the cusp of Proficient. Also, there are a number of students in the Proficient category who I feel can move up to Advanced. Our school's overall proficiency ratings have been relatively strong; however, we have not seen much movement of students from one category to the next. My goal is to help all students grow and achieve the next proficiency level, demonstrating mastery of 4th grade math concepts.

Learning Content/Grade Level

Which content standards are relevant to/related to/in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?

This SLO focuses on general math competencies and addresses the Common Core standards critical areas for Math Grade 4. (1) Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends (2) Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers (3) Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

Student Population

Which students are included in the target population? How does the data analysis support the identified student population?

This SLO includes all students in my classroom scoring below the Advanced category on the fall MAP assessment (25 total). I decided to include all students except the one student who scored Advanced because my goal is to: (1) Move students from the Minimal and Basic categories toward Proficient, and (2) Challenge Proficient students to move toward Advanced.

Targeted Growth

Have you identified the starting point for each target student? How did you arrive at these growth goals?

To determine growth targets for the students in my class, I first mapped each student's September MAP math score to the equivalent WKCE proficiency level. I then determined the average growth that could be expected for each student to achieve by the end of the school year, based on his or her September MAP score (using average MAP math growth from beginning to

end of year). 2 Based on student starting points and expected growth, I determined whether or not each student could be expected to reach the next proficiency level by the end of the year. Using this information, I predicted how many students should fall into each proficiency category on the spring MAP math assessment. See accompanying data to view each student's scores.

Time Interval

Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?

This SLO spans across the entire school year

Evidence Sources

What benchmark assessments will you use (pre-instruction, mid-interval, post- instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?

I used the Fall NWEA MAP 4th grade math assessment as baseline data to determine students' starting points. I will use the Winter MAP assessment to track student progress, as well as use in-class quizzes to ensure that students are on track to achieve the goal. I will use the Spring MAP assessment to measure student growth at the end of the school year.

SLO Goal Statement (SMART criteria)

Specific, Measurable, Attainable, Results-based, Time-bound:

21 of my 25 students (84%) scoring below Advanced on the 4th grade fall MAP math assessment administered in September will move up to the next proficiency level on the Spring MAP math assessment administered in May.

Instructional Strategies and Supports

What professional development opportunities support this goal? What instructional methods will you employ so that students progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?

Since my school's focus goal is to increase student math achievement, I will participate in 2 professional development days in the beginning of the school year and 3 early dismissal days offered by my principal. These sessions will focus on learning common core math standards and common core instruction. I will implement new strategies learned in these trainings and share the results with my grade level team. I will also collaborate with my school's math specialist (who participated in multiple

trainings on common core standards over the last year) to design and implement strategies to address common core math standards. The math specialist can help me design lessons to differentiate instruction to help all students, regardless of starting level, grow in math achievement.

Mid-Interval Review

Summarize the evidence of progress:

I used winter 4th grade math MAP data to assess my students' progress halfway through the school year. I also administered a benchmark assessment that I developed in early November to gauge student knowledge of the standards included on the end of year MAP assessment.

Status of SLO:

☐ My Goal Statement, elements, and process are on target and do not require revision

☒ **My Goal Statement or other element requires revision (complete next 3 sections: Strategies to address Barriers, Revised SLO Goal and Rationale for Changes)**

Articulate strategies / modifications to address barriers (if necessary):

The majority of my students who are not on track to move up by one proficiency level fall into the Basic and Minimal categories. They have experienced very little growth over the course of the fall semester. In order to help these students grow, I need to better differentiate my instruction. Some of my colleagues at Wisconsin Elementary are known for doing a great job at tailoring instruction to students who fall into low proficiency categories. I will consult with them during prep time and during weekly math team meetings to discuss strategies that I can use to help these students grow in math. I will also continue to monitor student progress and administer another benchmark assessment in February to see if students improve

Revised SLO goal statement (if necessary):

Describe changes and provide rationale for changes (if necessary):

End-of-Interval Review

Status of SLO:

20 of my 25 students (80%) included in the SLO moved up by one proficiency level from the fall MAP math assessment to the spring MAP math assessment. My two students who scored Minimal on the fall MAP assessment who were not on track at mid-year met their goal and achieved Basic on the end of year MAP assessment. Students who did not move up still demonstrated growth. A couple students who, at the mid-year point, I did not expect to meet their growth goal did in fact meet their goal; these students showed tremendous growth in the second semester. Also, out of the entire class, only 5 students scored in the Basic category and none scored Minimal. One student who I expected did not move from Proficient to Advanced; however, the student still showed some growth and maintained a Proficient score.

Summarize the evidence of progress:

See Spring 4th Grade MAP math assessment results

What did you learn that would inform future SLO plans?

I need to use multiple sources of data to track and monitor student learning progress. After the fall semester, I felt that my students were all making progress, but then realized that many were not.

Additional comments:

All required fields should be completed before the form can be finalized.